November 8, 2023, 10:00-11:30 am PST

Land Acknowledgement
NPAIHB serves the 43 federally-recognized tribes of Oregon, Washington and Idaho and our office is located within the traditional and ancestral homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin, Kalauya and many other indigenous nations of the Willamette and Columbia River regions.
Let us Start with a Blessing

“Out there beyond ideas of wrongdoing and rightdoing there is a field. I’ll meet you there.”
– Rumi
Yá'át'ééh! Ublaaluataq! Daanzho!

Allyson Kelley
(she/her)
I love teaching and learning!
ak@allysonkelleypllc.com

Jay Aguilar
Assiniboine Sioux
(he/him)
I love helping people.
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Brighten Crawford-Martin
Dakota Sioux
(she/her)
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Dine’
(she/her)
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I love helping people.
jaylennaa2002@outlook.com

I love my dogs & my husband
brightenpromise@gmail.com

I love life.
renee@nb3f.org
Live Virtual Training

Logistics

- You are muted
- If comfortable, share video

Engagement

- Evaluation Activity: Grab a piece of paper & pen
- Chat box
- Icons (Zoom & More)
Welcome, Welcome, Welcome!

Please introduce yourself in the chat box. Include your:

★ Name, Pronouns
★ Tribe/ Organization
★ What are you hoping to learn today?
Safe Spaces

Group Agreements

https://www.healthynativeyouth.org/curricula/native-stand-2-0/

https://docs.google.com/document/d/15od_aYkTTQMZfz8p7tDJaljr9s-JGaJlrNkmEk-8Gx/edit
We’ve Got Goals!

By the end of today’s session, you will be able to...

★ **identify** HNY Toolbox resources & tools for your site and setting

★ **listen** to community partners share tips and strategies for implementing health programming with evaluation in mind

You, whose day it is, make it beautiful. Get your rainbow colors, so it will be beautiful.

-Nootka song to bring fair weather
1. Implement & Grow Phases

Deliver your program with confidence, celebrate the journey, and grow!
Get Tools From Our Implementation Toolbox

As a member of your community, you already know a lot about what your community needs to better support youth. Other members of your community – like youth, parents, teachers, youth advocates and school counselors – also have important perspectives and are vital decision-makers and champions when you select and implement a health ed curriculum.

The steps and tools in the Implementation Toolbox will help walk you through important phases in the planning process with ready-to-go templates, tips, examples, and words of encouragement.

Start From the Beginning

Find Your Best Starting Point

See the Big Picture
<table>
<thead>
<tr>
<th>Gather</th>
<th>Choose</th>
<th>Prepare</th>
<th>Implement</th>
<th>Grow</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gather</strong> input on youth interests and health priorities</td>
<td><strong>Choose</strong> which criteria are most critical to your program</td>
<td><strong>Prepare</strong> an implementation action plan that includes self-care</td>
<td><strong>Implement</strong> your program with confidence!</td>
<td><strong>Grow</strong> with your program</td>
</tr>
<tr>
<td>- Identify your community’s needs and resources</td>
<td>- Select a program that aligns with your goals</td>
<td>- Order supplies, teaching tools, and incentives</td>
<td>- Track your implementation journey</td>
<td>- Share successes and lessons learned</td>
</tr>
<tr>
<td>- Select your program setting</td>
<td>- Get approval if needed</td>
<td>- Practice going through the curriculum &amp; activities</td>
<td>- Assess student learning and experiences</td>
<td>- Keep the momentum going</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GET SUPPORT:</th>
<th>GET SUPPORT:</th>
<th>GET SUPPORT:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Connect with community members for guidance and feedback</td>
<td>Identify decision-makers</td>
<td>Invite guest speakers and attend Community of Practice sessions</td>
<td>Explore technical assistance and resource supports</td>
<td>Collaborate with other youth programs</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>YOUTH VOICE:</th>
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<tbody>
<tr>
<td>Gather input from youth and program participants</td>
<td>Seek input from youth and community</td>
<td>Recruit caregivers, youth and allies</td>
<td>Celebrate the youth</td>
<td>Stay connected beyond programming</td>
</tr>
</tbody>
</table>
Implement your program with confidence!

https://www.youtube.com/watch?v=knYUu5V9Ibg&list=PLiKVv0vosLRR8_cLflD35c--BYQofe&index=5
Implement

OVERVIEW: Implement your program and celebrate the journey.

Goal: Deliver the program with confidence! Track the experience as you go. Explore technical resources and celebrate participants throughout the program.

You are ready for implementation! Deliver your program with confidence – you have done the research, put in the work, and now it is time to bring it to life. All of your preparation and planning should make the IMPLEMENT phase easier and more straightforward. During this phase of the process, learn what works for you and your students. Track your implementation journey and take notes on the adaptations and adjustments you make. Collect feedback to assess student learning and talk with them about their experience. You and the youth participants are putting in a lot of good work – be sure to celebrate together as you progress through the program.
Lesson Reflection Log

Instructions: You may find yourself making adjustments and adaptations to your program – keep track of what works and what you want to build on. You can make small adjustments throughout the journey and use them to plan the next go-round. Activity logs will help you gather valuable data – here are some tools for reflecting on lessons, tracking attendance, and making observations as you go.

<table>
<thead>
<tr>
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<tbody>
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</table>

This resource was adapted from the Program Planning and Implementation Workbook.
## Class Attendance

<table>
<thead>
<tr>
<th>Participants</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
<th>Lesson 6</th>
<th>Lesson 7</th>
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</table>
Get support: Collaborate with other youth programs. Learn more

Grow with your program. Learn more

Share successes and lessons learned. Learn more

Keep the momentum going. Learn more

Youth voice: Stay connected beyond programming. Learn more

Download for quick reference.
**Grow**

**OVERVIEW:** Sustain and grow your program

**Goal:** Reflect on what works, what can change, and what you are learning as you go on this journey. Use this knowledge to grow and to keep the momentum going.

Congratulations! You have implemented your program and you have learned quite a bit on the journey. You are now in the GROW phase. Take some time to think about how you will grow with the program and how you want to keep the momentum going. Reach out and collaborate with other youth programs. Document your experiences and plan to build upon them in the next round of implementation. Share the lessons you learned with your youth and your community. Celebrate the wins! Above all, keep cultivating relationships and find ways to stay connected beyond programming.
Keep the momentum going

Use the knowledge learned from your implementation journey to grow and keep the momentum going! Your first-hand experience as an educator serves as testimony to the positive impacts of implementing a culturally-relevant curriculum.

Look back to your notes and use them to begin setting the stage for another round of implementation. Use your original Implementation Action Plan and update it with lessons learned. Take time to think about how you will keep the momentum going.

Tip: Refer to the notes you have been taking throughout the implementation journey in the Lesson Reflection Log, and review your Curriculum Implementation Plan.

Tip: Use the Healthy Native Youth website to Request Technical Assistance.
GATHER
Identify Youth Advocates and Community Partners

Get Support: This is a resource that can help you identify community partners and key decision-makers that can help support the delivery and implementation of your program. These partners may have resources or contributions beyond what you can think of, so stay open to learning about what they are doing and how they want to work together.

Instructions: In the left column, brainstorm potential and existing partners that can support your work. Include actual names or organizations, if you know them. There are a few categories written in to get you started and a few “Other” spaces that can be used for partners that don’t fit into the other boxes. In the right column, list ways these partners can support or participate in your programming.
GROW
Reflect on Program Implementation

Instructions: Use this template to reflect on your program.
Reflecting on your program’s successes and challenges will open up new ideas for adaptation. Expanding your circle of support and collaborating with others will boost your capacity and resources. Take some time to think about how you will grow with the program.

Step 1: Questions to Reflect on
Meet with community partners to gather feedback from different perspectives. Think about or discuss questions that could improve the next round of programming, like:

- What worked well?
- What growth did you see in students?
- What barriers or challenges occurred during implementation?
- What adjustments could be made to better coordinate and leverage available youth programs?
Wellness Moment

Box Breathing Exercise

https://www.youtube.com/watch?v=llEmt1Z6ux58
2. Indigenous Youth Program Evaluation

Keeping Track by NB3F
Notah Begay III Foundation
Santa Ana Pueblo, New Mexico
Community Partners

• 220 Awarded grants
• We have funded over six million dollars to 20 states.
Think back on the history of your tribe/nation and/or community. What evidence do you see that evaluation has always been present?

How did your ancestors and elders keep track of their work in the community?
Keeping Track: A Toolkit for Indigenous Youth Program Evaluation

<table>
<thead>
<tr>
<th>Introduction</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Overview of the Toolkit</td>
<td></td>
</tr>
<tr>
<td>- What is Indigenous Evaluation?</td>
<td></td>
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<tr>
<td>- Foundations</td>
<td></td>
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<tr>
<td>- Indigenous</td>
<td></td>
</tr>
<tr>
<td>- Non-Indigenous</td>
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</table>

**Indigenous Evaluation Process**

- Survey/Gather: Steps 1-3
- Plant/Cultivate: Steps 4-5
- Harvest/Celebrate: Steps 6-8

**Data Collection and Analysis**

- Quantitative and Qualitative Data Collection and Analysis
- Data Collection Methods

**Evaluation Tools and Resources**

- Survey Development
- Community Mapping Tool
- Crafting an EEExcellent Story
- A Model of Indigenous Wellness and Its Application to Evaluation
- Indigenous Evaluators contact information
- Further Learning

**Keeping Track: Toolkit Contents**
Conversation Starters for Physical Activity

Starting conversations regarding exercise and activity can be helpful for youth to better understand ideas associated with this section of the knowledge kit.

- Is there a difference between exercise and activity?
- What are some exercises you do at home or school?
- What are some activities you do at home or school?
- Why do you or other people exercise and stay active?
Socio-ecological Domain
Ways of Knowing & Indigenous Knowledge
NB3 Foundation's Indigenous Health Model
Indigenous Evaluation Process

Survey/Gather
- STEP 1: Build the evaluation team (or individual)
- STEP 2: Develop the evaluation questions
- STEP 3: Finalize the evaluation questions

Plant/Cultivate
- STEP 4: Identify what data you wish to collect and how you will collect it
- STEP 5: Collect the data

Harvest/Celebrate
- STEP 6: Organize the data
- STEP 7: Communicate
- STEP 8: Take time to celebrate and reflect with the community
STEP 4: Identify what data you wish to collect and how you will collect it.

STEP 5: Collect the data.
Plant/Cultivate

Mission

Core area: Youth Development

Share results

Outcome: Did we help children feel valued, confident, and empowered to achieve their sense of purpose?

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

2. At times I think I am no good at all. R
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

3. I feel that I have a number of good qualities.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

4. I am able to do things as well as most other people.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

5. I feel I do not have much to be proud of. R
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree
13. I am happy with myself.  0

Strongly disagree  Disagree  Agree

Strongly agree
Knowledge Kit (Survey) Activity Icons

4. Please choose all the activities you enjoy. (Group 3)

- Martial Arts
- Baking Oven Bread
- PE Class
- Planting
- Play Outside/Playground
- Powwow
- Traditional Dancing/Feast Day

• 32 activity icons in jpg and png
• Found on NB3 Foundation website: https://nb3foundation.org/knowledge-sharing-2/resources/
• Designed by Mateo Perez, Cochiti & Picuris Pueblo
Harvest/Celebrate

STEP 6: Organize the data
**Harvest/Celebrate**

**STEP 6: Organize the data**

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Start Date</th>
<th>Program End Date</th>
<th>Attendance Sheets</th>
<th>Pre-KK Administered</th>
<th>Pre-Evaluation Games Administered</th>
<th>Pre-Survey/Link Created</th>
<th>Pre-Survey Deadline</th>
<th>Post-KK Administered</th>
<th>Post-Evaluation Games Administered</th>
<th>Post-Survey/Link Created</th>
<th>Post-Survey Deadline</th>
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</table>

Table 3: NB3FIT Evaluation Tracker
### Harvest/Celebrate

**STEP 6: Organize the data**

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Width</th>
<th>Decimals</th>
<th>Label</th>
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<td>6 Y1pk6</td>
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<td>8</td>
<td>2</td>
<td>Confident to nap</td>
<td>{1.00, Strong...</td>
<td>None</td>
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<td>7 Y1pk7</td>
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<td>8</td>
<td>2</td>
<td>Drink 60oz of water</td>
<td>{1.00, Strong...</td>
<td>None</td>
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<tr>
<td>8 Y1pk8</td>
<td>Numeric</td>
<td>8</td>
<td>2</td>
<td>Choose water of choice</td>
<td>{1.00, Strong...</td>
<td>None</td>
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<td>9 Y1pk9</td>
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<td>Sleep is important</td>
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<td>Knows how to boil</td>
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<td>11 Y1pk11</td>
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</table>
Harvest/Celebrate
STEP 7: Communicate

2021 NB3FIT Program Data

Number of Communities Served by Program
- Summer Camp
- Fall Golf
- Cross-Country
- In-Person Participants vs. Virtual Participants
- Age of Participants Served
- Number of NB3FIT Participants by Season

Participants by Gender
- 56% Female
- 44% Male

Evaluation Activities
- Body Mapping
- R-E-A-D Librett Confidence Scale
Evaluation in Different Forms
What stood out for you in the presentation?

How are you going to apply what you learned?

What inspired you about what you heard?

Where were you motivated?
Easy Peasy way to Keep Track

<table>
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<tr>
<th>Plus +</th>
<th>Delta</th>
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<tbody>
<tr>
<td>• What went well?</td>
<td>• What can we change or strengthen?</td>
</tr>
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</table>
Keeping Track: Physical Health

**ZERO TO 60**

- NO SUGARY DRINKS!
- TAKE THE 30 DAY CHALLENGE!
  - Every day you only drink water, color a smiley face!
  - Commit to drinking only water every day for one month!
  - I will drink water instead of sugary drinks this month (print name)

**2022 NB3FIT Track Beep Test Scores**

Average change: +2.3 levels

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<thead>
<tr>
<th>1st test</th>
<th>mid test</th>
<th>final test</th>
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<td>1007</td>
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- 9.1
- 6.7
- 5.7
- 4.7
- 3.7
- 2.7
- 1.7
- 0.7
The Participants' Perspective (Qualitative)

Journal prompt: What is special about us as a team?

• “We are from other tribes/pueblos, work together, push each other at running, help each other, encourage each other, we are cross country runners, we are fast, we are special, nice, kind, respectful”.

• “We are very fast, we work together too and encourage each other to be better runners.”

• “We support each other and push ourselves, we reflect, and we cheer each other on so the team can feel confident.”

Can you identify a theme from the responses?
Evaluating Coaching Staff

- Surveys
- Interviews
- Based on program values

I am confident in leading the Healthy Nutrition components of programming. (Healthy Nutrition components- mean any of the following: Explaining recipe handouts, leading nutrition games, Hands-on snack making, leading journal discussions for nutrition prompt).

Answered: 0  Skipped: 0  First: 4/11/2022  Zoom: Aug 2021
<table>
<thead>
<tr>
<th>Program Planning</th>
<th>Funding</th>
<th>Build trust with parents and communities</th>
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<tbody>
<tr>
<td>Provide training for employees</td>
<td>Being able to quantify impact</td>
<td>Providing information that shows what we’re doing</td>
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<tr>
<td>Adjust the curriculum</td>
<td>• Provide statistical evidence supporting the program.</td>
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<tr>
<td>Compare results across years</td>
<td>• Appeal to funders</td>
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<tr>
<td>Set or adjust program goals</td>
<td>Providing qualitative information</td>
<td>Sharing knowledge shows that we care</td>
</tr>
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<td></td>
<td>• Show what is valued by the community</td>
<td></td>
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<tr>
<td></td>
<td>• Upholding Indigenous knowledge and values</td>
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<tr>
<td>Keeping Track Toolkit Resources</td>
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<tr>
<td>Survey Development</td>
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<tr>
<td>Community Mapping</td>
<td></td>
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<tr>
<td>Crafting an E.E.E.Excellent Story</td>
<td></td>
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<tr>
<td>A Model of Indigenous Wellness and Its Application to Evaluation</td>
<td></td>
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<tr>
<td>Indigenous Evaluators</td>
<td></td>
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<tr>
<td>Further Learning</td>
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</tr>
</tbody>
</table>
NB3FIT Program Data Analysis Tutorial
utilizing Microsoft Excel

*Developed by John Snow, Inc.*

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- Paired Sample t-Test Analysis ......................................................... 5
- Regression Analysis ..................................................................... 7

*NB3FIT Program Data Analysis Tutorial*
Getting to the Heart of Community: An Evaluation Journey with the Zuni Youth Enrichment Project
3. Youth Led Evaluation

Allyson Kelley & Associates
https://www.allysonkelleypllc.com/aboutus
Our Values & Theory of Hope

AKA

Our Vision

Our Priorities

Theory of Hope

To be a leader in building evaluation capacity, understanding, and infrastructure resulting in opportunities for community healing and transformation.

7 Future Generations: We work with historically underserved populations and communities, recovery centers, treatment programs, mental health programs, rural agencies, K-12 schools, Tribal Epidemiology Centers, Universities, non-profit agencies, and youth-serving organizations. Our vision is that our work will transform and heal seven future generations.

We Work

Every day we work to build equity, connection, and advocacy for the people, organizations, and communities that we serve.

We Provide

Evaluation
Research
Training & Technical Assistance
Grant Support
Health-Equity Focused Resources

We Embrace

Empowerment-focused
Spirit-based
Teamwork
Generosity
Investment
Health equity
Forward thinking
Mentoring
Integrity
Passion
Innovation in all things
Flexibility
Advocacy
Family first
Empowering women

We Hope

Every client and community is positively impacted by our collective work.

We See

Communities leading evaluation efforts
New evidence of what works from our publications
Families celebrating first-generation college students and graduates
Interns and students sustaining the work
Racial equity
Balanced power systems
Community healing and transformation
Our Clients

The common thread linking our clients and team is transformation and healing.

- Education
- Treatment
- Recovery
- Prevention
- Balance
- Wellness
Indigenous Evaluation Frameworks & Youth

AKA

Being a Place of People
Honoring Family & Community
Respecting Sovereignty
Recognizing Gifts
Youth Led Evaluation at AKA

Fort Peck 31st Annual Youth Leadership Conference

Fort Peck Culturally-Based Prevention Program Evaluations

NPAIHB NARCH Public Health Research Academy

Image Sources: SBRRC/AKA, NW NARCH
Sometimes evaluation feels like piecing together the world's hardest jigsaw puzzle.
Next Gen Evaluators...

Image Source: SBRRC/AKA, NW NARCH
What we did...

**NW NARCH**

- 2023 Highlights
- Baseline Summary Report
- Presentation to Educate Youth on Evaluation
- Follow-up Summary Report
- [Newsletter with AEA](#)
Group Roles

What's my Vibe?
As you create your evaluation team, think about what role you would like to play? Select those you're interested in from the list below.

- **Project manager**: Keeps things organized, on track, leads and supports various evaluation positions and tasks/deliverables.
- **Data collector**: Gets all data into one place, cleans and sorts data to understand what it means.
- **Qualitative Researcher**: Collects all qualitative data (text responses) and analyzes data for themes to answer a question, “What story can we tell about our Community Project?”
- **Quantitative Researcher**: Collects all quantitative data (numeric responses like grade, average age, # siblings, etc.) to answer the question, “What are the characteristics of our Community Project?”
- **Storyteller**: Tells the story at the end, helps create narrative around data points collected. Story can be written, oral, drawing, or other.
- **Cultural Reviewer**: Reviews content from a cultural lens. Does the approach and data honor and uplift culture, focus on strengths and resilience, recognize unique gifts of each tribe, land-based, sovereignty, etc.
How did we do it?

Quantitative (numeric) data
- Age
- Sex/Gender
- # of siblings
- Tribal affiliation

Qualitative (visual, arts, words) data:
- What are you excited about?
- What are you unsure of?
- Visual: Draw your family
- Visual: Take a picture of something that makes you smile
- Oral: Envision where you are in a week, a year, as a tribal elder. What do you see?

Image Source: NW NARCH
What does your family drawing look like?

Image Source: NW NARCH
Reporting back to Youth
What we learned...

from NW NARCH

- Good things take time
- Collect only data you will use
- In-person works best
- Photos are data worth taking
- Celebrate
What we did...

Fort Peck Indian Reservation
Summer Evaluation

- In-person data collection (surveys)
- Online surveys (Qualtrics)
- Photos
- Videos
- Qualitative reflections
- Storytelling
- Reflection
- Training
SPOTTED BULL RECOVERY RESOURCE CENTER

EVALUATION MODEL

VALUES
- Be Positive
- Focus on Education
- Practice Spirituality
- Embrace Native culture
- Be a Mentor
- Sustain Effects
- Have Humility
- Embrace Courage
- Be Respectful
- Model Healthy Relationships

METHODS USED TO CREATE STORIES

GOALS
- End cycles of poverty and trauma
- Fun activities available for all
- People are accountable
- Cultural practices, positive identity, and empowerment help us reach our goals

AKA ELDERS CURRICULUM CULTURE

This is a living evaluation model of how we approach our work; the values we uphold, and the shared goals we are working toward. For more information visit www.spottedbull.org
Example Family Drawings

Image Source: SBRRC/AKA
30 Seconds to Smile

Image Source: SBRRRC/AKA
Sharing All Youth Voices

Ask youth to draw images of...

- Where we are
- Vision of the future

Where we are

Vision of our Future

Image Sources: SBRRC/AKA
MEMORIAL DAY HORSEMANSHIP AND RODEO SCHOOL
May 26-30 | Poplar, MT

Data Collection:
- Social Media: Qualitative reflection

Key Takeaways:
- 707 youth and adults participated

BEING A GOOD RELATIVE CREATOR’S GAME YOUTH AND ADULT MENTORING CURRICULUM
June 12-16 | Bear Butte, MT

Data Collection:
- Online Survey, photos, interviews, and social media

Key Takeaways:
- 16 youth and 10 adults certified
- Will use skills to address bullying, emotional abuse, and personal safety

BADLANDS CELEBRATION HORSEMANSHIP CLINIC
June 22 | Brockton, MT

Data Collection:
- Social Media Video Reel and Photos

Key Takeaways:
- 78 attendees, 30 horsemanship clinic participants

WILD HORSE STAMPEDE
July 6 | Wolf Point, MT

Data Collection:
- Qualitative reflection, online surveys, social media, photos

Key Takeaways:
- Sobriety is fun—activities like archery, animal care, riding horses, and broncs.

SADDLE BRONC RIDING CLINIC
July 29-30 | Poplar, MT

Data Collection:
- 17 paper surveys, interviews, social media, photos

Key Takeaways:
- Participants learned how to ride and ride better.

Planning Data Collection

Source: SBRRC/AKA Summer Evaluation Summary 2023 pg 4
Mixed Methods Tell Story

- 85% of youth believe that the Creator loves and cares about them.

- 75% of youth rate their spirituality as good or extremely good.
- 75% believe they can do challenging things.
- 70% of youth were hopeful about the future.
- 50% of youth agree or strongly agree they look for creative ways to alter difficult situations at baseline.

The top sources of strength overall

#1 Caring Adults
I feel I have good, caring relationships with adults who truly care about me.

#2 Healthy Activities
I feel involved in healthy activities like sports, music, art, teams, and organizations.

#3 Family
I feel my family cares about me, spends time with me, and is strong support for me.

#4 Culture and Community
I feel connected to my culture and community.

The top wellness concerns that youth may experience

#1 Depression and Anxiety/Alcohol and Drug Use
#2 Suicide
#3 Physical Appearance/How You Look

I was taking a picture of the sky, and it made me feel happy and grateful for how pretty the world is.

I was getting a Navajo Burger; it make me feel very excited because my mom always talked about how good Navajo fry bread is.

We met Supa Man, and we felt good.
One day we all got onto a bus and we all traveled together to a city called Billings. We all met on August 14, 2023. The next day we were all put into a group, we are the rez rockets. We all might be different in age (17, 42, 10, 14, 15) but we are all from Assiniboine and Sioux tribes. Some have dreams to be in the medical field or the military and retirement, and be batman. We all are ready to depart in different directions. Most of us are unsure of feeling and life.
Documenting Perspectives

Source: SBRRC/AKA Horsemanship Youth Rodeo Report 2022, pg. 12
Mentoring Curriculum Before/After

Youth Comparison of Before and After Ratings on Select Mentoring Competencies*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Before Rating</th>
<th>After Rating</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency</td>
<td>37%</td>
<td>44%</td>
<td>7%</td>
</tr>
<tr>
<td>Leadership</td>
<td>35%</td>
<td>44%</td>
<td>9%</td>
</tr>
<tr>
<td>Self care</td>
<td>55%</td>
<td>67%</td>
<td>12%</td>
</tr>
<tr>
<td>Cultural resilience</td>
<td>48%</td>
<td>67%</td>
<td>19%</td>
</tr>
<tr>
<td>Strategic planning</td>
<td>48%</td>
<td>67%</td>
<td>19%</td>
</tr>
<tr>
<td>Healthy coping skills</td>
<td>47%</td>
<td>67%</td>
<td>20%</td>
</tr>
<tr>
<td>Peer helping skills</td>
<td>40%</td>
<td>78%</td>
<td>38%</td>
</tr>
</tbody>
</table>

*Based on the initial certification survey response from 9 youth and 8 adults.

Figure Source: SBRRC/AKA, Mentoring Training Certification Summary June 2023, pg. 19
The Horsemanship clinic was an opportunity to connect and learn about the horse, a sacred animal to the Fort Peck Tribes.

I learned that animals are healing, you could build many friendships with them, they can bring joy.

I learned that animals can help bring out a child's spirit.

I learned to connect to a horse and understand their body language.

Culture Teachings & Lessons

I learned what sunkawakan oyate means.

- Horses can heal a human's spirit or sad emotions.
- Food is culture.
- I learned about sage, sunflower, turnips and their uses!

Things people most enjoyed

- Riding and learning about horses
- Petting Zoo
- Spending time with the community/spending time with loved ones
- Archery lessons
- The food (Indian tacos)
- The friendly staff
- Cultural teachings learning about Native plants

I liked seeing the youth and the community come together.

- Survey Participant

Image Source: SBRRC/AKA, Horsemanship Clinic Highlights 2023
Evaluating Social Media Process & Reach

### Sharing Our Events
Highlighting 6 events from the event.

**Social Media at SBRRC**  
April 12, 2023, September 18, 2023

<table>
<thead>
<tr>
<th>EVENT</th>
<th>REACH</th>
<th>REACTIONS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of viewers posts and shares</td>
<td>Likes and comments</td>
<td></td>
</tr>
<tr>
<td>Ladies Bronc riding and Wild Horse Riding Clinics Poplar, MT</td>
<td>180,000</td>
<td>1,327</td>
<td>6 posts including a video Carrie posted while at the event that went viral. If the viral video removed reach was closer to 5000</td>
</tr>
<tr>
<td>Memorials Day Creator’s Games Poplar, MT</td>
<td>17,289</td>
<td>386</td>
<td>10 posts that included posters before the event, photos from each day of the events, and shared videos of the events</td>
</tr>
<tr>
<td>Poplar Indian Days Poplar, MT</td>
<td>9,749</td>
<td>127</td>
<td>6 posts, including events poster and contest promotion</td>
</tr>
<tr>
<td>Wild Horse Stampede Wolf Point, MT</td>
<td>6,085</td>
<td>160</td>
<td>4 posts, including event poster, photo contest, video during event and highlights video after the event</td>
</tr>
<tr>
<td>Badlands Celebration Brockton, MT</td>
<td>5,253</td>
<td>188</td>
<td>3 post including event poster prior to event and follow-up video and with event highlights and photo carousel</td>
</tr>
<tr>
<td>Fort Kipp Horsemanship Clinic Fort Kipp, Mt</td>
<td>687</td>
<td>17</td>
<td>1 video - no poster created for this event so no pre-promotion</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>219,018</strong></td>
<td><strong>2,205</strong></td>
<td></td>
</tr>
</tbody>
</table>
Engaging Youth With Social Media

- Encouraging them to take photos and videos
- Ask for youth volunteers to help hand out surveys or conduct interviews
Thanks to our partners, instructors, and everyone who came to #sbrrchorsemanship clinic this past weekend! Here are some fun highlights!

Be sure to join us for the horsemanship clinic this weekend or one of the many other fun events. For more details visit, https://www.spottedbull.org/upcomingevents
LETTER TO TRIBAL COUNCIL

AUGUST 14-2019

DEAR TRIBAL COUNCIL,

We as people of the reservation constantly want to see change, feel security, and see positive lifestyles for our future generations. What I see on the reservation is a lot of people in pain, but I also see others who broke the chain of traumas and are changing their lives and doing things that normally they wouldn’t have.

During the horsemanship camps we have learned that horses are a lot like us; they have their own personality and spirits. If you wait till the horse is older, it will be a lot harder to break. You will have to put in much more work to change a horse who is set in his ways. Putting a saddle on them makes them act out more, be anxious, and they are more stubborn. It is possible, but all that work and time could be avoided if you start working with the horse when young.

Our vision for our people is to start with the youth. Put more resources and priority into the youth. When we focus on our youth we teach them how to break negative cycles. At Dr. Small’s Native Pride conference we committed to break the cycle of poverty and trauma. So, how do we do this? By keeping a positive attitude and teaching our youth about their cultural identity. We must empower them and teach them how to mentor each other on their road to healing...  

... Historical trauma is real, but we cannot forget that historical resilience is real too. Breaking negative cycles is hard, but it is easier when we start with our youth.

Sincerely,

NDO Youth Leaders

FORT PECK YOUTH LEADERS WRITTEN BY NDO YOUTH ATTENDING NATIVE PRIDE WITH DR. SMALL
Lessons From Youth Led Evaluation...

- Multiple methods work best
- We don’t need to evaluate everything
- We are storytellers
- Evaluation is part of the history and library of knowledge that will help our community heal

Image Source: SBRRC/ARAK
4. Let’s Talk About it!

Logistics
- Share Your Video
- Use the Chatfeed

Engagement
- Use the Chatfeed
- ASL
- Zoom Reactions
Chatfeed Convo:
Type Questions, Ask Away!
Practice in Action

Taking it back home!
Healthy Native Youth

Implementation Toolbox
Filter & Compare Tool
Stand-alone Lessons
Tools for Caring Adults
Community of Practice
Resources, Support, & TA
Upload & Submit Your Own Curricula

www.healthynativeyouth.org
We R Native
For Youth

★ Multimedia health resource for Native youth by Native youth
★ “Ask Your Relative” Q&A Service
★ Youth can text “NATIVE” to 94449
★ Follow on Instagram, Twitter, YouTube, Facebook

www.wernative.org
I Know Mine
For Alaska Native Youth
★ Get Condoms
★ "Ask Nurse Lisa" Q&A Service
★ Opioid Overdose Response Kit
★ AK Syringe Services Program
★ Follow on Twitter, YouTube, Facebook
www.iknowmine.org
Caring Messages

To get regular reminders about how awesome you are from people who care and who’ve got your back!

★★ Text “Caring” to 65664
★★ Text “College” to 65664
★★ Text “Veterans” to 65664
Youth Support

For free 24/7 crisis support
Crisis Text Line
Text NATIVE to 741741
www.crisistextline.org/

Crisis Text Line
Call: 1-800-222-1222
www.text4help.org

988

Suicide and Crisis Lifeline
Call: 988
www.crisis Hotline.org

Abuse & Sexual Assault

StrongHearts Native Helpline
Call, text, or chat 24/7
1-844-7NATIVE (762-4833)
www.strongheartsnative.org

National Sexual Assault Hotline Call
1-800-656-HOPE (1-800-656-4673)
www.rainn.org

National Teen Dating Abuse Helpline
Call: 1-866-333-GO-HELP (4635)
www.lovemyself.org

ChildHelp National Child Abuse Hotline
24/7: 1-800-4-A-Child (422-4453)

Drugs, Alcohol & Tobacco

National Institute on Drug Abuse for Teens
Call: 1-800-622-Help (1-800-622-4357)
www.drugabuse.gov/research-trends/parent-education

Truth Smoking, Vaping, and Opioids
Text: DITCHVAPE to 88709
www.thetruth.com/smokeless-heroin-truth.org

Get the Facts About Drugs:
Just Think Twice
Call: 1-855-378-4373
Text: 57753
www.jttw.org

National Drug Information Treatment & Referral Hotline
Call: 1-800-662-4357
www.samhsa.gov/find-treatment

Mental Health

Mental Health America
Call: 1-800-969-6642
Text: MHA 741741
www.nationalmentalhealth.org

YouthLine
#

Teens Helping Teens
Call: 1-800-455-4336
Text: YLNAATIVE to 839 863
www.youthline.org

We R Native: My Mind
Text: CARING to 65664
www.wernative.org/toy-mind

THrive Linktree:
https://linktr.ee/npai
hbthrive?utm=source=qr_code
Talking is Power
For Adults

Tips & Resources for
★ Talking to Youth About Sexual Health
★ Getting the convo started
★ Online Printable Resources [here](#)

**TEXT “EMPOWER” TO 94449**
Mind4Health
For Adults

Two Parts:
★ A text message service to nurture conversations with youth to build our mental health together
★ Online 90-min training

https://www.healthynativeyouth.org/curricula/mind4health-training/
Join the Healthy Native Youth Movement!

★ Sign up for Newsletter
★ Text “HEALTHY” to 94449
★ Follow us on Facebook, Instagram, Twitter, YouTube

HNY Linktree QR Code
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Safe Spaces 101</td>
<td>Youth’s learning environment &amp; Healthy Boundaries (relationships &amp; media) are key to creating safe spaces for youth. Come talk with us about it!</td>
</tr>
<tr>
<td>January</td>
<td>2SLGBTQ 101</td>
<td>Come hear how we can build inclusive strong communities that are inclusive within our 2SLGBTQ+ youth health programs.</td>
</tr>
<tr>
<td>February</td>
<td>Sexual Health 101</td>
<td>Come hear the FAQ’s &amp; how to answer youth’s sexual health questions, along with effective strategies for program delivery for persons with intellectual and developmental disabilities.</td>
</tr>
<tr>
<td>March</td>
<td>Swab Squad to the Rescue!</td>
<td>Join our (affectionately named) Swab Squad and hear about HIV, Syphilis, and STD at home testing resources for your communities.</td>
</tr>
<tr>
<td>April</td>
<td>Substance Misuse 101</td>
<td>Come get the breakdown of Substance Misuse 101 as well as resources and strategies for your community!</td>
</tr>
<tr>
<td>May</td>
<td>Being a Good Relative 101</td>
<td>Come join us as we lean into our Traditional Indigenous Knowledge; the know-how’s and practices of being good relatives to each other with the intent of supporting our youth through adolescent health programming.</td>
</tr>
<tr>
<td>June</td>
<td>Celebrating Culture &amp; Community 101</td>
<td>Come spend some time with us as we share our celebration strategies and discuss the important role the culture of our communities play in our adolescent health programming.</td>
</tr>
</tbody>
</table>

REGISTRATION
https://us06web.zoom.us/meeting/register/tZMuceCvrz4qGNFJEJGGA99bnPl3-sWkbdlB

CONTACT US
agaston-contractor@epahb.org
tdeangpaahb.org
https://www.healthynativOUTH.org/community-of-practice/
We LOVE helping...

★ Training & TA
★ Evaluation Form
★ Request TA
Ahe'hee! Quyana! Thank you!

*From Project Red Talon (2021-2022)*

Alaska Native Tribal Health Consortium

Inter Tribal Council of Arizona, Inc.

Johns Hopkins - Center for Indigenous Health

Southern Plains Tribal Health Board

University of Texas - School of Public Health

Northwest Portland Area Indian Health Board

I Know Mine

I Want the Kit

Safe in the Village

I Want the Kit

Respecting the Circle of Life

I Want the Kit

Native It’s Your Game

Healthy Native Youth Implementation Toolbox

I Want the Kit

Native Test

Healthy Native Youth

We R Native

Partners:

Paths ReMembered

Washington Youth Sexual Health (WYSH)

You can find us at: Amanda Gaston, agaston-contractor@npaihb.org; Michelle Singer, msinger@npaihb.org
Funding Credit

This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary’s Minority AIDS Initiative Fund.
Be the 3rd Bricklayer

Image: orielly.com
Let us Close with a Blessing

“Ish dom hoh icheema.”
(I cherish you.)

Zuni Pueblo